Curriculum Review Survey: Summary of Feedback from School Community

An online survey was designed by the Office of Curriculum and Instructional Programs (OCIP) and made available to all MCPS staff, teachers, parents, and students to complete by May 18th, 2018. The survey link was available on the MCPS website and embedded in emails sent to staff from OCIP. The Office of Shared Accountability (OSA), Program Evaluation Unit (PEU) was asked to summarize the findings from this survey.

A more detailed feedback is included in an appendix accompanying this summary. The appendix also includes feedback disaggregated by teachers, students, staff and parents and includes representative samples of verbatim responses.

Background and Closed-ended Questions

- 1,775 teachers, parents, staff, and students responded to an online survey
  - 44% were teachers and 44% were parents (non-MCPS staff)
  - 58% were from elementary, 16% middle and 13% high schools
  - 72% of teachers were from elementary schools
  - 55% of parents were from elementary schools
- Most teachers reported they were extremely familiar with curriculum and rated it “somewhat” effective on a 4-point scale (extremely, moderately, somewhat, not at all)
- Most parents reported they were moderately familiar with curriculum and rated it “somewhat” effective on a 4-point scale (extremely, moderately, somewhat, not at all)

Open-ended Questions

Question 1: What attributes of a curriculum do you think are most important?
(examples: scope and sequence of learning for all learners, instructional materials to be used in daily instruction and at home by students and parents, culturally responsive instructional materials and practices, formative and summative assessments, online access, and parent guidance and support documents)

Figure 1-1

<table>
<thead>
<tr>
<th>Categories of Important Attributes Reported by 10% or More of All Respondents (N = 1,462)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehensive and ready-to-use instructional materials and resources for all, including textbooks (44%)</td>
</tr>
<tr>
<td>• Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing (40%)</td>
</tr>
<tr>
<td>• Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities (37%)</td>
</tr>
<tr>
<td>• Includes common summative and formative assessments (21%)</td>
</tr>
</tbody>
</table>
- Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects (18%)
- Culturally responsive to an economically and ethnically diverse student body (19%)
- Online access and accessible by school community (19%)
- Includes easy to understand parent documents, resources and guidance in multiple languages (17%)
- Rich in rigor/student discourse/critical thinking/discovery/problem solving/engaging/real world applications (14%)

Question 2: What are the benefits to MCPS with the adoption of external curriculum products?

Figure 1-2

<table>
<thead>
<tr>
<th>Categories of Benefits Reported by 10% or More of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(N = 1,115)</em></td>
</tr>
<tr>
<td>• Well researched and tested curriculum (37%)</td>
</tr>
<tr>
<td>• Ready-to-use materials and resources including online and hard copy (27%)</td>
</tr>
<tr>
<td>• Standardization of instruction (24%)</td>
</tr>
<tr>
<td>• Quality curriculum content that is inclusive for all learners and culturally responsive (19%)</td>
</tr>
</tbody>
</table>

Question 3: What barriers or concerns should the district consider when reviewing curriculum products?

Figure 1-3

<table>
<thead>
<tr>
<th>Categories of Concerns or Barriers Reported by 10% or More of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(N = 1,412)</em></td>
</tr>
<tr>
<td>• Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding (35%)</td>
</tr>
<tr>
<td>• Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content (14%)</td>
</tr>
<tr>
<td>• Contains adequate resources and materials for all, which are accessible, ready-to-use and user friendly (14%)</td>
</tr>
<tr>
<td>• Must be culturally responsive to an economically and ethnically diverse student body (12%)</td>
</tr>
</tbody>
</table>
Question 4: What are the most important factors for a successful rollout of a new curriculum?

Figure 1-4

<table>
<thead>
<tr>
<th>Categories of Most Important Factors Reported by 10% or More of All Respondents (N = 1,440)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehensive training and support to teachers before and during rollout (54%)</td>
</tr>
<tr>
<td>• Proper allocation of time to roll out, allowing time for teachers to prepare (30%)</td>
</tr>
<tr>
<td>• Provide materials, guides, and resources prior to rollout (20%)</td>
</tr>
<tr>
<td>• Clear and realistic vision, expectations, and goals of the new curriculum (19%)</td>
</tr>
<tr>
<td>• Strong communication and feedback from parents and students (17%)</td>
</tr>
<tr>
<td>• Strong communication, coordination and feedback from teachers (14%)</td>
</tr>
<tr>
<td>• Quality curriculum content that is inclusive for all learners, culturally responsive, engaging and integrated with other subjects (12%)</td>
</tr>
</tbody>
</table>
Appendix:
Curriculum Review Survey: Feedback from School Community
Introduction

An online survey was designed by the Office of Curriculum and Instructional Programs (OCIP) and made available to all MCPS staff, teachers, parents, and students to complete by May 18th, 2018. The survey link was available on the MCPS website and embedded in emails sent to staff from OCIP. The Office of Shared Accountability (OSA), Program Evaluation Unit (PEU) was asked to summarize the findings from this survey.

A total of 1,775 respondents completed the survey. The survey included background questions about the respondent, two closed-ended questions, and four open-ended questions. The survey findings are shown below starting with the background and closed-ended questions and followed by the open-ended questions. The findings from the open-ended questions are organized by all respondents and subgroups of respondent titles.

Methodology and Analysis

A primary title was used by researchers when presenting findings. Respondents could have selected more than one title; staff positions were selected as the primary title when respondents indicated both staff and parent. For example, if a respondent was a teacher and a parent (there were 149), the respondent was categorized as a teacher. It is noteworthy that almost half of the student respondents were from a chemistry course at one high school.

Categories of verbatim responses were created from feedback that emerged by respondents in the open-ended survey questions. One respondent’s response can be associated with one or multiple categories; therefore, the sum of percentages exceed 100%. Categories with 10% or more of respondents are shown for all respondents, teachers and parents. For subgroups with 65 or fewer respondents, categories with the highest number of mentions are shown. Only those who responded to the question were included in calculations. Examples of written responses for the categories are shown at the end of this document.
Findings

Figure 1.

Respondents' Primary Title ($N = 1,775$)

- 44.0% Teacher
- 43.8% Support Professional
- 2.8% Student
- 1.5% Parent
- 0.6% Central Services Staff
- 6.4% School-Based Administrator

*Note.* 17 individuals selected “Other” as a Title and were not included in this chart.

Figure 2.

Respondents' School Level ($N = 1,775$)

- 58.3% Elementary
- 16.1% Middle
- 12.8% High
- 11.8% Multi
### Table 1. Respondents by Primary Title and School Level

<table>
<thead>
<tr>
<th>Title</th>
<th>Teacher (N=781)</th>
<th>Parent (N=777)</th>
<th>Student (N=113)</th>
<th>School Admin (N=11)</th>
<th>Support Professional (N=50)</th>
<th>Central Office (N=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
</tr>
<tr>
<td>Elementary</td>
<td>563 72.1</td>
<td>426 54.8</td>
<td>1 0.9</td>
<td>8 72.7</td>
<td>30 60.0</td>
<td>7 26.9</td>
</tr>
<tr>
<td>Middle</td>
<td>126 16.1</td>
<td>57 7.3</td>
<td>18 15.9</td>
<td>3 27.3</td>
<td>5 10.0</td>
<td>1 3.8</td>
</tr>
<tr>
<td>High</td>
<td>82 10.5</td>
<td>44 5.7</td>
<td>94 83.2</td>
<td>0 0.0</td>
<td>8 16.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Multi</td>
<td>10 1.3</td>
<td>250 32.2</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>7 14.0</td>
<td>18 69.2</td>
</tr>
</tbody>
</table>

Note. 17 individuals selected “Other” as a Title and were not included in this chart.

### Closed-ended Questions

**Question 1a: How familiar are you with school curriculum?**

![Curriculum Familiarity among Respondents](image-url)
Question 1b: How would you rate the effectiveness of Curriculum 2.0?

Figure 4.

Curriculum Effectiveness by Respondents

- Not at all
- Somewhat
- Moderately
- Extremely

Teacher (N=781)  Parent (N=777)  Student (N=113)  Central (N=26)  Support (N=50)  Admin (N=11)
Question 1: What attributes of a curriculum do you think are most important?  
(examples: scope and sequence of learning for all learners, instructional materials to be used in daily instruction and at home by students and parents, culturally responsive instructional materials and practices, formative and summative assessments, online access, and parent guidance and support documents)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive and ready-to-use instructional materials and resources for all, including textbooks (44%)</td>
<td></td>
<td>Provide materials/resources for class, for home; resources for all; ready to use materials; materials should be consistent for all; need textbooks for easy reference and review</td>
</tr>
<tr>
<td>Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing (40%)</td>
<td></td>
<td>Scope and sequence for all learners; clear scope and sequence; go deep into concepts; build on prior knowledge; appropriate pacing</td>
</tr>
<tr>
<td>Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities (37%)</td>
<td></td>
<td>Differentiation, assure a curriculum for ELL/ESOL students, is accessible to special education students; contains enrichment opportunities; has opportunities for re-teaching and scaffolding, addresses below/on/above grade level</td>
</tr>
<tr>
<td>Includes common summative and formative assessments (21%)</td>
<td></td>
<td>Contains assessments; formative assessments included; assessments aligned with curriculum; common assessments; have many versions</td>
</tr>
<tr>
<td>Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects (18%)</td>
<td></td>
<td>Include foundational skills (grammar, phonics, math basics); integrate subjects; include social-emotional learning; include learning tasks; provide lesson examples; incorporate UDL, and student choice; include more science/STEM; should be developmentally appropriate</td>
</tr>
<tr>
<td>Culturally responsive to an economically and ethnically diverse student body (19%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online access and accessible by school community (19%)</td>
<td></td>
<td>Curriculum should be accessible to teachers; to parents; to students</td>
</tr>
<tr>
<td>Includes easy to understand parent documents, resources and guidance in multiple languages (17%)</td>
<td></td>
<td>Include so parents can help at home; make understandable; available in multiple languages</td>
</tr>
<tr>
<td>Rich in rigor/student discourse/critical thinking/discovery/problem solving/engaging/real world applications (14%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Categories of responses to Question 1 disaggregated by primary title are shown in Figures 5b-5g.

Figure 5b

**Teachers: Categories of Important Attributes (N = 681)**

- Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing (53%)
- Comprehensive and ready-to-use instructional materials and resources for all, including textbooks (51%)
- Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities (41%)
- Includes common summative and formative assessments (32%)
- Culturally responsive to an economically and ethnically diverse student body (28%)
- Online access and accessible by school community (22%)
- Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects (17%)
- Includes easy to understand parent documents, resources and guidance in multiple languages (14%)
- Rich in rigor/student discourse/critical thinking/discovery/problem solving/engaging/real world applications (10%)

Figure 5c

**Parents: Categories of Important Attributes (N = 636)**

- Comprehensive and ready-to-use instructional materials and resources for all, including textbooks (42%)
  - Parents reported a need for textbooks more than other respondents
- Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities (36%)
- Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing (27%)
- Rich in rigor/student discourse/critical thinking/discovery/problem solving/engaging/real world applications (19%)
  - Parents reported a need for real-world applications and being relatable more than other respondents
- Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects (19%)
- Includes easy to understand parent documents, resources and guidance in multiple languages (20%)
- Online access and accessible by school community (15%)
- Culturally responsive to an economically and ethnically diverse student body (10%)
- Includes common summative and formative assessments (10%)
Figure 5d

Central Services Staff: Categories of Important Attributes \((N = 22)\)

- Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing \((n = 14)\)
- Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities \((n = 13)\)
- Comprehensive and ready-to-use instructional materials and resources for all, including textbooks \((n = 9)\)
- Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects \((n = 8)\)
- Includes common summative and formative assessments \((n = 8)\)
- Includes easy to understand parent documents, resources and guidance in multiple languages \((n = 7)\)
- Online access and accessible by school community \((n = 6)\)

Figure 5e

School Based Administrators: Categories of Important Attributes \((N = 9)\)

- Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing \((n = 3)\)
- Online access and accessible by school community \((n = 3)\)

Figure 5f

Support Professionals: Categories of Important Attributes \((N = 36)\)

- Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing \((n = 15)\)
- Comprehensive and ready-to-use instructional materials and resources for all, including textbooks \((n = 12)\)
- Comprehensive and developmentally appropriate content including foundational skills, social-emotional learning, and integration of subjects \((n = 11)\)
- Includes easy to understand parent documents, resources and guidance in multiple languages \((n = 9)\)
- Online access and accessible by school community \((n = 9)\)
- Includes common summative and formative assessments \((n = 8)\)
Figure 5g

<table>
<thead>
<tr>
<th>Students: Categories of Important Attributes (N = 62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Online access and accessible by school community (n = 12)</td>
</tr>
<tr>
<td>• Meets the needs of all learners, including English Language Learners and special education students, using differentiation and enrichment opportunities (n = 12)</td>
</tr>
<tr>
<td>• Clear and logical scope and sequence that dives deep into concepts, builds on prior knowledge, and has appropriate pacing (n = 11)</td>
</tr>
<tr>
<td>• Comprehensive and ready-to-use instructional materials and resources for all, including textbooks (n = 9)</td>
</tr>
<tr>
<td>• Rich in rigor/student discourse/critical thinking/discovery/problem solving/engaging/real world applications (n = 8)</td>
</tr>
</tbody>
</table>

Question 2: What are the benefits to MCPS with the adoption of external curriculum products?

Figure 6a

<table>
<thead>
<tr>
<th>Categories of Benefits Reported by 10% or More of All Respondents (N = 1,115)</th>
</tr>
</thead>
</table>
| • Well researched and tested curriculum (37%)  
  Already researched, developed, and tested by experts; done externally is less biased |
| • Ready-to-use materials and resources including online and hard copy (27%)  
  Will provide appropriate, ready, current materials; resources to teachers and parents for their use and monitoring; online and hard copy resources included |
| • Standardization of instruction (24%)  
  External curriculum will make instruction standardized, consistent, uniform, cohesive, aligned to Common Core Standards; will facilitate students’ transition to other schools within or outside MCPS |
| • Quality curriculum content that is inclusive for all learners and culturally responsive (19%)  
  External curriculum will include enhanced/appropriate content that will help students develop skills in general (new curriculum will be student centered-based, more inclusive regardless of students’ conditions, differentiated, and culturally responsive). |

Categories of responses to Question 2 disaggregated by primary title are shown in Figures 6b-6g.
Figure 6b

**Teachers: Categories of Benefits (N = 590)**

- Well researched and tested curriculum (36%)
- Ready-to-use materials and resources including online and hard copy (32%)
- Standardization of instruction (27%)
- Quality curriculum content that is inclusive for all learners and culturally responsive (20%)
- More effective use of teachers’ time (10%)
  - External curriculum will release some pressure from teachers and help them to realign their time on something else (e.g., students’ monitoring, planning, etc.)

Figure 6c

**Parents: Categories of Benefits (N = 422)**

- Well researched and tested curriculum (42%)
- Ready-to-use materials and resources including online and hard copy (24%)
- Standardization of instruction (19%)
- Quality curriculum content that is inclusive for all learners and culturally responsive (18%)
- More effective use of teachers’ time (7%)
- More user-friendly, easy-to-implement curriculum (6%)
  - New curriculum will be ready to be implemented/adopted, easy to navigate and understand its expectations or goals. It also includes better delivery of contents and resources, such as everything in one place with a uniform presentation.

Figure 6d

**Central Services Staff: Categories of Benefits (N = 23)**

- Well researched and tested curriculum (n = 10)
- Standardization of instruction (n = 10)
- Ready-to-use materials and resources including online and hard copy (n = 6)

Figure 6e

**School-Based Administrators: Categories of Benefits (N = 8)**

- Standardization of instruction (n = 4)
### Figure 6f

**Support Professionals: Categories of Benefits (N = 25)**

- Standardization of instruction (n = 10)
- Well researched and tested curriculum (n = 8)
- Quality curriculum content that is inclusive for all learners and culturally responsive (n = 7)

### Figure 6g

**Students: Categories of Benefits (N = 35)**

- Well Researched and Tested Curriculum (n = 7)
- Ready-to-use materials and resources including online and hard copy (n = 6)
Question 3: What barriers or concerns should the district consider when reviewing curriculum products?

Figure 7a

<table>
<thead>
<tr>
<th>Categories of Concerns or Barriers Reported by 10% or More of All Respondents (N = 1,412)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding (35%)</td>
</tr>
<tr>
<td>Accessible for all students, including ELLs and special education students, students above and below grade level; allow differentiation and scaffolding; not one-size-fits all</td>
</tr>
<tr>
<td>• Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content (14%)</td>
</tr>
<tr>
<td>Accurate, up-to-date content; include social-emotional learning; rigorous; critical thinking and inquiry; real-world content</td>
</tr>
<tr>
<td>• Contains adequate resources and materials for all, which are accessible, ready-to-use and user friendly (14%)</td>
</tr>
<tr>
<td>Lack of equity of resources; resources for all needs; accessible on paper and online; ready materials so teachers not required to spend time creating their own; teacher- and student-friendly materials</td>
</tr>
<tr>
<td>• Must be culturally responsive to an economically and ethnically diverse student body (12%)</td>
</tr>
<tr>
<td>Multicultural; inclusive; support cultural and economic diversity; watch out for implicit cultural and gender bias</td>
</tr>
</tbody>
</table>

Categories of responses to Question 3 disaggregated by primary title are shown in Figures 7b-7g

Figure 7b

<table>
<thead>
<tr>
<th>Teachers: Categories of Concerns or Barriers (N = 677)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding (43%)</td>
</tr>
<tr>
<td>• Contains adequate resources and materials for all, which are accessible, ready-to-use and user friendly (19%)</td>
</tr>
<tr>
<td>• Allows for teachers to be flexible and creative (13%)</td>
</tr>
<tr>
<td>• Must be culturally responsive to an economically and ethnically diverse student body (12%)</td>
</tr>
<tr>
<td>• Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content (11%)</td>
</tr>
<tr>
<td>• Comprehensive training and support for teachers provided (10%)</td>
</tr>
</tbody>
</table>
Parents: Categories of Concerns or Barriers ($N=586$)

- Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding (30%)
- Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content (16%)
- Must be supported by research (13%)
- Must be culturally responsive to an economically and ethnically diverse student body (13%)
- Contains adequate resources and materials for all, which are accessible, ready-to-use and user friendly (11%)
- Cost (10%)
- Comprehensive training and support for teachers provided (9%)

Central Services Staff: Categories of Concerns or Barriers ($N=22$)

- Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding ($n=10$)
- Must be culturally responsive to an economically and ethnically diverse student body ($n=7$)
- Comprehensive training and support for teachers provided ($n=6$)
- Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content ($n=4$)
- Contains adequate resources and materials for all, which are accessible, ready-to-use and user friendly ($n=4$)
- Allow teachers to be flexible and creative ($n=3$)

School Administrators: Categories of Concerns or Barriers ($N=9$)

- Allow teachers to be flexible and creative ($n=5$)
- Comprehensive training and support for teachers provided ($n=4$)

Support Professionals: Categories of Concerns or Barriers ($N=34$)

- Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding ($n=9$)
- Must be culturally responsive to an economically and ethnically diverse student body ($n=7$)
- Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content ($n=5$)
- Must be supported by research ($n=5$)
Figure 7g

<table>
<thead>
<tr>
<th>Students: Categories of concerns or barriers (N = 65)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contains comprehensive up-to-date lesson content that includes social-emotional learning, is rigorous and provides real world content (n = 25)</td>
</tr>
<tr>
<td>• Appropriate pace and time to cover material (n = 12)</td>
</tr>
<tr>
<td>• Must meet the needs of all learners, including English Language Learners and special education students, using differentiation and scaffolding (n = 8)</td>
</tr>
</tbody>
</table>

Question 4: What are the most important factors for a successful rollout of a new curriculum?

Figure 8a

<table>
<thead>
<tr>
<th>Categories of Most Important Factors Reported by 10% or More of All Respondents (N = 1,440)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehensive training and support to teachers before and during rollout (54%)</td>
</tr>
<tr>
<td>Training and professional development for teachers must be provided before the roll-out and sustainable/constant support while the curriculum is in place. This also can include training or support from the vendor.</td>
</tr>
<tr>
<td>• Proper allocation of time to roll out, allowing time for teachers to prepare (30%)</td>
</tr>
<tr>
<td>Consider a proper time allocation to implement the new curriculum, so there is a smooth transition and teachers get prepared and adapt to the new curriculum accordingly.</td>
</tr>
<tr>
<td>• Provide materials, guides, resources prior to rollout (20%)</td>
</tr>
<tr>
<td>Make sure textbooks and resources are ready before the new curriculum implementation and are shared with all schools, teachers, parents, and students.</td>
</tr>
<tr>
<td>• Clear and realistic vision, expectations, and goals of the new curriculum (19%)</td>
</tr>
<tr>
<td>All stakeholders involved (teachers, parents or students) must buy-in to the new curriculum, and they must be convinced it is well researched, appropriated, user-friendly, and comes with integrity and transparency.</td>
</tr>
<tr>
<td>• Strong communication and feedback from parents and students (17%)</td>
</tr>
<tr>
<td>This includes involvement of other stakeholders in the rollout besides teachers such as parents, students, or other. It also emphasizes good communication/engagement with parents or other stakeholders.</td>
</tr>
<tr>
<td>• Strong communication, coordination and feedback from teachers (14%)</td>
</tr>
<tr>
<td>Ensure that there are channels where teachers can provide feedback about the roll-out to those involved in the implementation.</td>
</tr>
<tr>
<td>• Quality curriculum content that is inclusive for all learners, culturally responsive, engaging and integrated with other subjects (12%)</td>
</tr>
<tr>
<td>The new curriculum should allow for differentiation, be culturally responsive and logical; it should engage students, ensures easy integration, and fill the gap left by the Curriculum 2.0.</td>
</tr>
</tbody>
</table>
Categories of responses to Question 4 disaggregated by primary title are shown in Figures 8b-8g.

**Figure 8b**

**Teachers: Categories of Important Factors (N = 709)**

- Comprehensive training and support to teachers before and during rollout (64%)
- Proper allocation of time to roll out, allowing time for teachers to prepare (46%)
- Provide materials, guides, and resources prior to rollout (24%)
- Strong communication, coordination and feedback from teachers (14%)
- Clear and realistic vision, expectations, and goals of the new curriculum (12%)
- Provide flexibility in teaching curriculum (10%)

Encourage and welcome teachers to collaborate with each other (peer observation, mentoring, dedicated planning time) to adjust and supplement the curriculum accordingly based on their students’ needs and circumstances.

**Figure 8c**

**Parents: Categories of Important Factors (N = 592)**

- Comprehensive training and support to teachers before and during rollout (48%)
- Strong communication and feedback from parents and students (32%)
- Clear and realistic vision, expectations, and goals of the new curriculum (26%)
- Provide materials, guides, and resources prior to rollout (18%)
- Strong communication, coordination and feedback from teachers (15%)
- Proper allocation of time to roll out, allowing time for teachers to prepare (13%)
- Quality curriculum content that is inclusive for all learners, culturally responsive, engaging and integrated with other subjects (13%)

**Figure 8d**

**Central Services Staff: Categories of Important Factors (N = 24)**

- Comprehensive training and support to teachers before and during rollout (n = 16)
- Clear and realistic vision, expectations, and goals of the new curriculum (n = 10)

**Figure 8e**

**School-Based Administrators: Categories of Important Factors (N = 8)**

- Provide materials, guides, and resources prior to rollout (n = 5)
- Comprehensive training and support to teachers before and during rollout (n = 5)
### Figure 8f

**Support Professionals: Categories of Important Factors \( (N = 38) \)**

- Comprehensive training and support to teachers before and during rollout \( (n = 18) \)
- Clear and realistic vision, expectations, and goals of the new curriculum \( (n = 11) \)

### Figure 8g

**Students: Categories of Important Factors \( (N = 55) \)**

- Quality curriculum content that is inclusive for all learners, culturally responsive, engaging and integrated with other subjects \( (n = 23) \)
- Clear and realistic vision, expectations, and goals of the new curriculum \( (n = 10) \)